DOCUMENT RESUME

ED 276 682 SP 027 820

AUTHOR Dunifon, William S.
TITLE A Proposal for Revision of the General Education Requirements for an Illinois Teaching Certificate.
INSTITUTION Illinois Association of Deans of Public Colleges of Education.
PUB DATE 19 Jun 86
NOTE 19p.; Paper presented at a hearing of the Illinois State Teachers Certification Board (Springfield, IL, June 19, 1986).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Curriculum Development; *Degree Requirements; Elementary Secondary Education; *General Education; Higher Education; Preservice Teacher Education; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS *Illinois

ABSTRACT

This paper presents recommendations for revision of the current general education requirements for an Illinois teaching certificate. These recommendations concern the following areas of the curriculum: (1) American history; (2) American government; (3) psychology; (4) biological science; (5) communications; (6) humanities; (7) literature; (8) mathematics; (9) non-western civilization; (10) physical science; and (11) social science. Recommendations are made on the explicit number of semester hours that should be devoted to selected subjects in this curriculum by elementary and early childhood education majors and secondary education majors. Pie charts illustrate the current curriculum requirements and the recommended changes. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED276682

A PROPOSAL FOR REVISION
OF THE GENERAL EDUCATION REQUIREMENTS
FOR AN ILLINOIS TEACHING CERTIFICATE

ILLINOIS ASSOCIATION OF DEANS
OF PUBLIC COLLEGES OF EDUCATION

WILLIAM S. DUNIFON
CHAIR

JUNE 19, 1986

SP 027 820

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. S. Dunifon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Introduction

Let me begin by expressing my appreciation for the time which you have chosen to devote to the presentation which I shall make. My colleagues and I in the Illinois Association of Deans of Public Colleges of Education (IADPCE) understand the demanding schedule which this body maintains. We also appreciate the wide range of concerns with which you must deal in the course of the two days.

Several of my colleagues are present today. We are prepared to respond to questions or inquiries which you may have of us. Alternatively, we are prepared to respond to written inquiries and questions which you may wish to raise with us later. In any case, we wish to be responsive and forthcoming in order to provide a constructive contribution to the current deliberations regarding the General Education requirements for an Illinois teaching certificate.

In just a moment, I will make a specific proposal to you. Copies of the proposal were provided Ms. Bentz for distribution prior to the meeting today so that you might have the chance to reflect on the matters the proposal raises. It is the strong conviction of the IADPCE that any substantive proposal regarding the General Education requirements necessitates reflective and careful thought. We have attempted to provide the time for reflection and care.

Our proposal is an outgrowth of discussions among senior officials of the colleges of education at Northern Illinois University, Western Illinois University, Eastern Illinois University, and Illinois State University.

Using ISBE data, we have compiled the list of institutions which follows on the next page indicating the number of first-time certificates generated in 1983-1984 by institutions in Illinois. The next table indicates the number of first-time certificates generated by each of the four institutions and total number of first-time certificates generated. The pie chart which follows illustrates the percentage of first-time certificates generated by the four

institutions in comparison to the total number of first-time certificates by all institutions. You will note that collectively we prepare 39% of all first-time-certificate recipients at the four universities.

While data will change slightly from year to year, the proportional pattern is not likely to change fundamentally.

Number of Students Completing Preparation for Standard Teaching Certificates for the First Time: 1983-84

INSTITUTION	B.A. DEGREE	M.A. DEGREE	TOTAL
AM. CONSERVATORY	4	0	4
AUGUSTANA COLLEGE	56	3	59
AURORA COLLEGE	21	0	21
BARAT COLLEGE	20	0	20
BLACKBURN COLLEGE	5	0	5
BRADLEY UNIVERSITY	78	15	93
CHICAGO STATE UNIVERSITY	182	148	330
COLLEGE OF ST. FRANCIS	33	0	33
CONCORDIA COLLEGE	128	6	134
DELOURDES COLLEGE	8	0	8
DEPAUL UNIVERSITY	77	36	113
EASTERN ILLINOIS UNIVERSITY	619	86	705
ELMHURST COLLEGE	76	0	76
EUREKA COLLEGE	20	0	20
GEORGE WILLIAMS COLLEGE	9	0	9
GOVERNORS STATE UNIVERSITY	53	21	74
GREENVILLE COLLEGE	43	0	43
ILL. BENEDICTINE COLLEGE	28	0	28
ILLINOIS COLLEGE	27	0	27
ILLINOIS STATE UNIVERSITY	790	52	842
ILL. WESLEYAN UNIVERSITY	40	0	40
JUDSON COLLEGE	8	0	8
KNOX COLLEGE	6	0	6
LAKE FOREST COLLEGE	6	0	6
LEWIS UNIVERSITY	18	0	18
LOYOLA UNIVERSITY	62	57	119
MACMURRAY COLLEGE	41	0	41
MCKENDREE COLLEGE	22	0	22
MILLIKIN UNIVERSITY	64	0	64
MONMOUTH COLLEGE	30	0	30
MUNDELEIN COLLEGE	15	0	15
NATL COLLEGE OF EDUCATION	72	61	133
NORTH CENTRAL COLLEGE	24	0	24
NORTHEASTERN ILL. UNIVERSITY	178	0	178
NORTHERN ILL. UNIVERSITY	279	101	380
NORTH PARK COLLEGE	26	0	26
NORTHWESTERN UNIVERSITY	34	31	65
OLIVET NAZARENE COLLEGE	75	0	75
PRINCIPIA COLLEGE	16	0	16
QUINCY COLLEGE	34	0	34
ROCKFORD COLLEGE	34	5	39
ROOSEVELT UNIVERSITY	40	15	55
ROSARY COLLEGE	36	13	49
ST. XAVIER COLLEGE	41	7	48
SANGAMON STATE UNIVERSITY	9	1	10
SCHOOL - ART INST.	13	0	13
SOUTHERN ILLINOIS U - C	267	12	279
SOUTHERN ILLINOIS U - E	252	18	270
SPERTUS COLLEGE	0	1	1
TRINITY CHRISTIAN	10	0	10
TRINITY COLLEGE	59	0	59
UNIVERSITY OF CHICAGO	0	9	9
UNIVERSITY OF ILL. - CHICAGO	134	138	272
UNIVERSITY OF ILL. - URBANA	322	45	367
VANDERCOOK COLLEGE	14	0	14
WESTERN ILLINOIS UNIVERSITY	290	51	341
WHEATON COLLEGE	62	0	62
SUM OF THE COLUMNS	4910	932	5842

INCLUDES ELEMENTARY TEACHERS, SECONDARY TEACHERS, SPECIAL EDUCATION TEACHERS, AND UNGRADED SPECIALISTS

SOURCE: Illinois State Board of Education, Research and Statistics Section

Number of Students Completing Preparation for Standard Teaching Certificates for the First Time: 1983-84

INSTITUTION	B.A. DEGREE	M.A. DEGREE	TOTAL
EASTERN ILLINOIS UNIVERSITY	619	86	705
ILLINOIS STATE UNIVERSITY	790	52	842
NORTHERN ILL. UNIVERSITY	279	101	380
WESTERN ILLINOIS UNIVERSITY	290	51	341
SUM OF COLUMNS	1978	290	2268

THESE FOUR INSTITUTIONS PREPARE 39% OF ALL STUDENTS RECEIVING FIRST TIME CERTIFICATES

IN THE STATE OF ILLINOIS

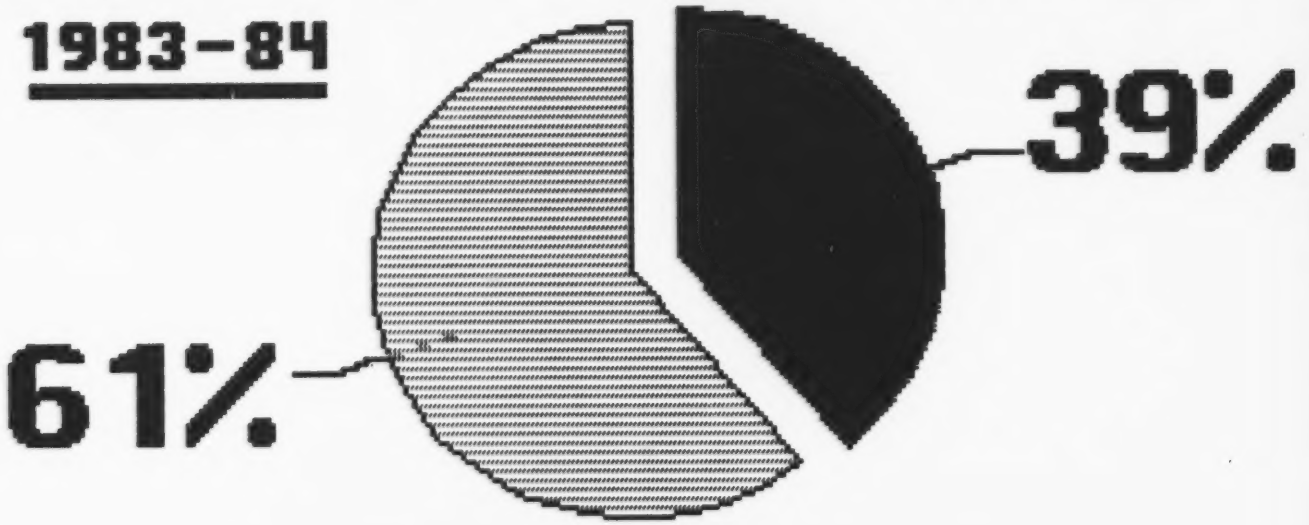
INCLUDES ELEMENTARY TEACHERS, SECONDARY TEACHERS, SPECIAL EDUCATION TEACHERS, AND UNGRADED SPECIALISTS

SOURCE: Illinois State Board of Education, Research and Statistics Section

FIRST TIME CERTIFICATES

PERCENT OF STUDENTS PREPARED

1983-84



The Proposal

There is general agreement that each teacher preparation program in Illinois must include a high quality and rigorous general education component. The institutions making this proposal also believe that a general education component which is aimed at quality and rigor must include the requirement for in-depth work as well as work designed to provide breadth. We must guard against devising something that is "six miles wide and one inch deep."

It is not possible to set about the task of developing a general education curricular component in a vacuum. Rather, any development of any general education paradigm occurs in a context. The architecture of the larger university curriculum shares an interdependent relationship with the general education curriculum. The general education requirements for teacher certification exist in an interdependent relationship with the curricular design of teacher education programs.

The interdependencies of the context in which the development of a general education component occurs do not end with the curriculum. Each university has local campus policies governing curricular and academic matters. These policies are devised by the faculty and administration in a manner consistent with the policies established by the governing boards of the institutions.

Because of the interdependent curriculum relationships at the local campus and the university system levels, it is essential to establish a general education requirement which allows for prudent flexibility. Absence of limited and prudent flexibility such as that which will occur with a unitary, rigid, one-size-fits-all approach will create significant dysfunctions in the interdependent environment to which I have alluded.

We believe our proposal provides a well-conceived paradigm for general education, while at once providing appropriate, prudent flexibility which will

allow the general education component to survive and flourish within the context in which it exists. We also believe that our proposal clearly reflects our assertion that the general education component must provide the building block for the teacher education program. No matter how extensive or excellent the professional preparation, the fact is we must have excellent and rigorous general education in order to prepare effective teachers.

Definitions

Before proceeding to summarize our proposal, let me note that we have revised or altered some of the definitions used to identify particular areas. We have assumed the following definitions as we have proceeded to develop our proposal.

American History: Focuses on the peoples, cultures, and events which have contributed to the development of North America and especially the United States. Coursework must include the contributions of different cultures and political systems.

American Government: Includes the study of the process of control and administration of public policy in the United States, focusing especially on the origins, structure, and interactions of the national political institutions. Coursework must explicitly include study of the U.S. Constitution and the federal government system.

Psychology: Studies in the area of mental processes and behavior and includes coursework in the areas of individual and group psychology.

Biological Science: Studies the structure, function, growth, origin, evolution, and distribution of living organisms.

Communication Skills: A study of the theory and practice of exchanging thoughts, messages, and information with others in both oral and written discourse in English; and the acquisition of skill in oral and written expression

in English. Coursework would include speech areas of rhetoric, speech communications, group theory/dynamics, and composition; grammar and English language; and language acquisition.

Humanities: Humanities embrace the areas of history; philosophy; religion; and the visual, musical, and theatrical arts; and include coursework focusing on the history, analysis, and understanding of imaginative art forms; and the study of non-English languages.

Literature: Focuses on the study of imaginative or creative writing in prose or verse, especially of traditionally recognized artistic value, and includes coursework devoted primarily and explicitly to study of literacy texts.

Mathematics: Mathematics includes coursework primarily and explicitly focusing on history, structure, and philosophy of mathematics; as well as mathematical topics such as symbolic logic, axiomatics, discrete mathematics, set and number theory; linear and abstract algebra; plane, solid, and analytic geometry; calculus; analysis; probability and statistics; and topology. For individuals seeking early childhood or elementary certificates, mathematics includes coursework primarily and explicitly focusing on the study of number systems (whole, integer, rational, and real), intuitive geometry, measurement, probability and statistics, and elementary concepts of calculator and computer usage in mathematics.

Non-western Civilization: Focuses on the study of the social, political, and cultural development in non-Occidental cultures. Study may include the people and cultures of Asia, Africa, the subcontinent of India, countries of the Eastern Mediterranean, and Russia.

Physical Science: Physical Science focuses primarily and explicitly on the history and philosophy of scientific inquiry, and the methodologies used to describe the physical universe.

Social Science: Includes study primarily and explicitly focusing on human achievement; the development, history, and character of social, cultural, and political organizations; and methodologies used to describe and interpret these areas.

Elementary Education and Early Childhood Education

The following two pages graphically represent our proposal in Elementary and Early Childhood Education in comparison to the present requirement. The materials which we sent through Ms. Bentz for your prior review reflect the same information in numerical form.

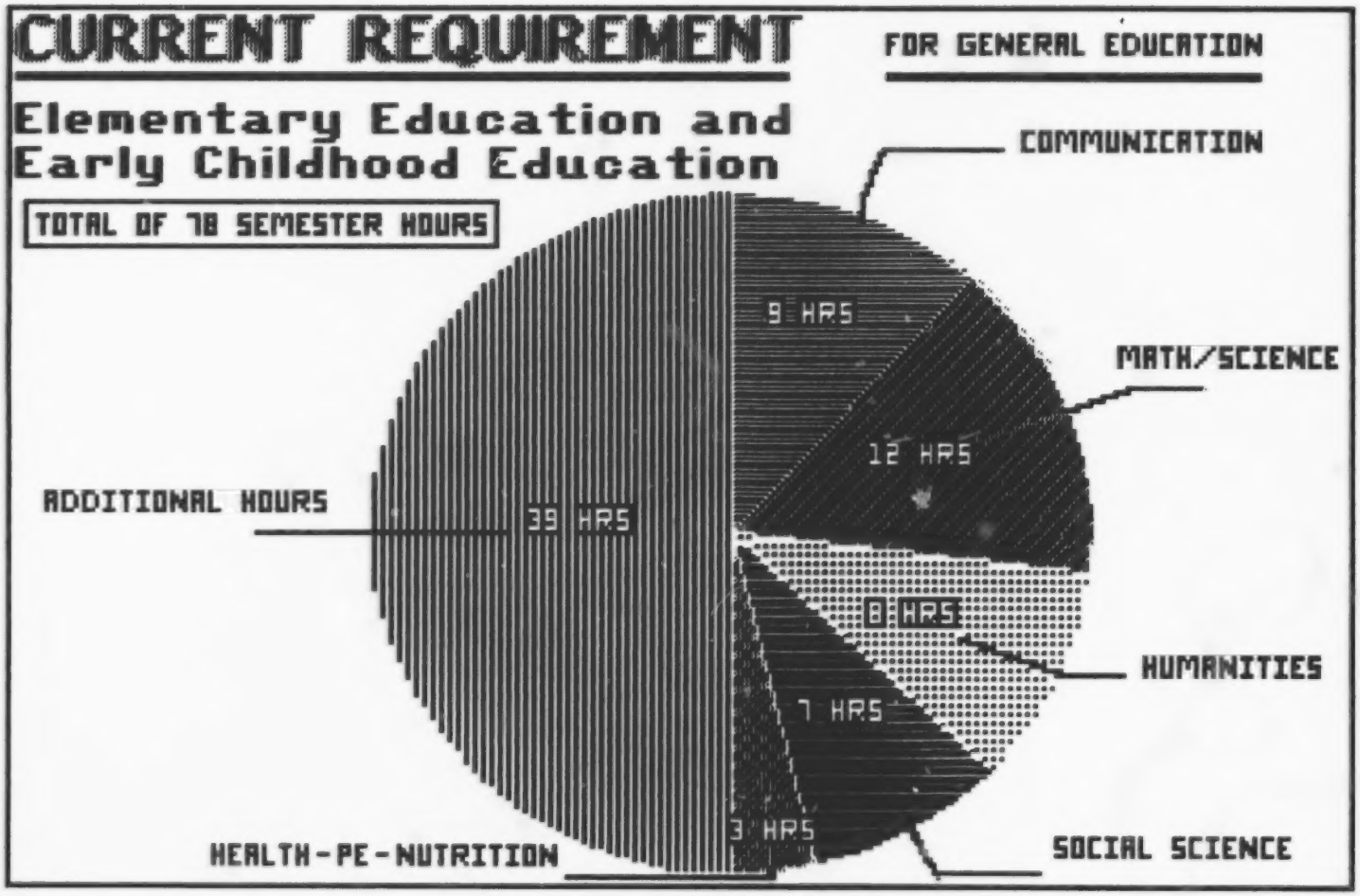
Our proposal calls for a total of 64 semester hours dispersed across the areas indicated. We recommend 3 semester hours in oral communications and the remaining six in written communications. We believe 6 semester hours of mathematics and 7 in biological or physical sciences are appropriate. We also feel one laboratory course should be required within that "package."

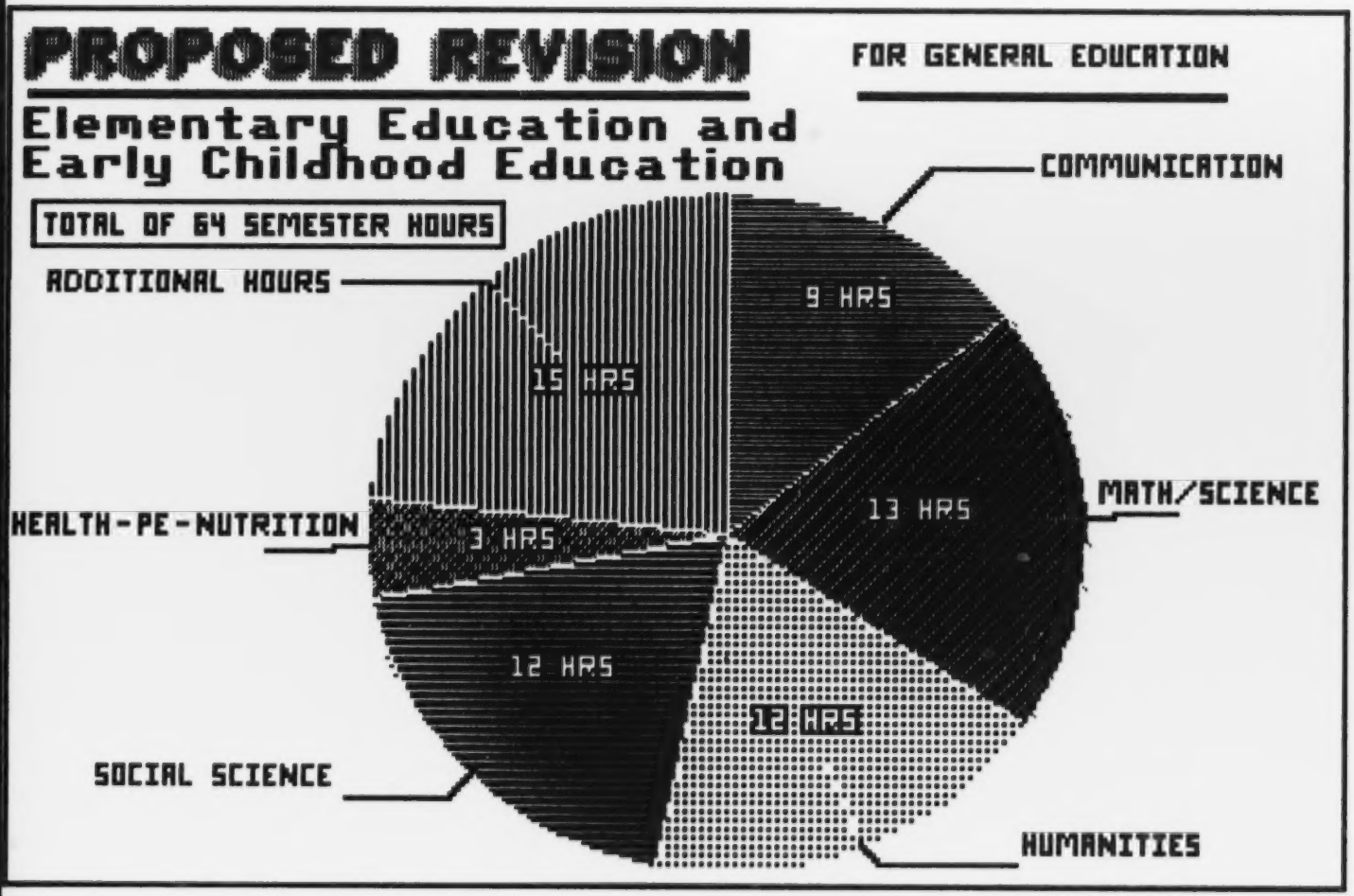
In the humanities, we recommend 3 semester hours in U.S. History and 9 semester hours in areas other than U.S. History, but including one course from Fine Arts.

The Social Science component should include 3 semester hours in political science or American Government with the remaining 9 hours coming from areas other than these.

Finally, we indicate a 3-semester-hour requirement in health, physical education, or nutrition.

We stipulate that additional study in one discipline with at least 6 semester hours at the upper division level is essential, leading to a total of 15 additional semester hours needed for the 64. Currently, there is no requirement for study at the upper division level.


CURRENT REQUIREMENT
FOR GENERAL EDUCATION
Elementary Education and
Early Childhood Education
TOTAL OF 78 SEMESTER HOURS
COMMUNICATION
9 HRS
MATH/SCIENCE
12 HRS
ADDITIONAL HOURS
39 HRS
8 HRS
HUMANITIES
7 HRS
3 HRS
HEALTH-PE-NUTRITION
SOCIAL SCIENCE


PROPOSED REVISION
FOR GENERAL EDUCATION
Elementary Education and Early Childhood Education
TOTAL OF 64 SEMESTER HOURS
COMMUNICATION
ADDITIONAL HOURS
9 HRS
15 HRS
13 HRS
MATH/SCIENCE
HEALTH-PE-NUTRITION
3 HRS
12 HRS
12 HRS
SOCIAL SCIENCE
HUMANITIES

Secondary Certificate Requirements

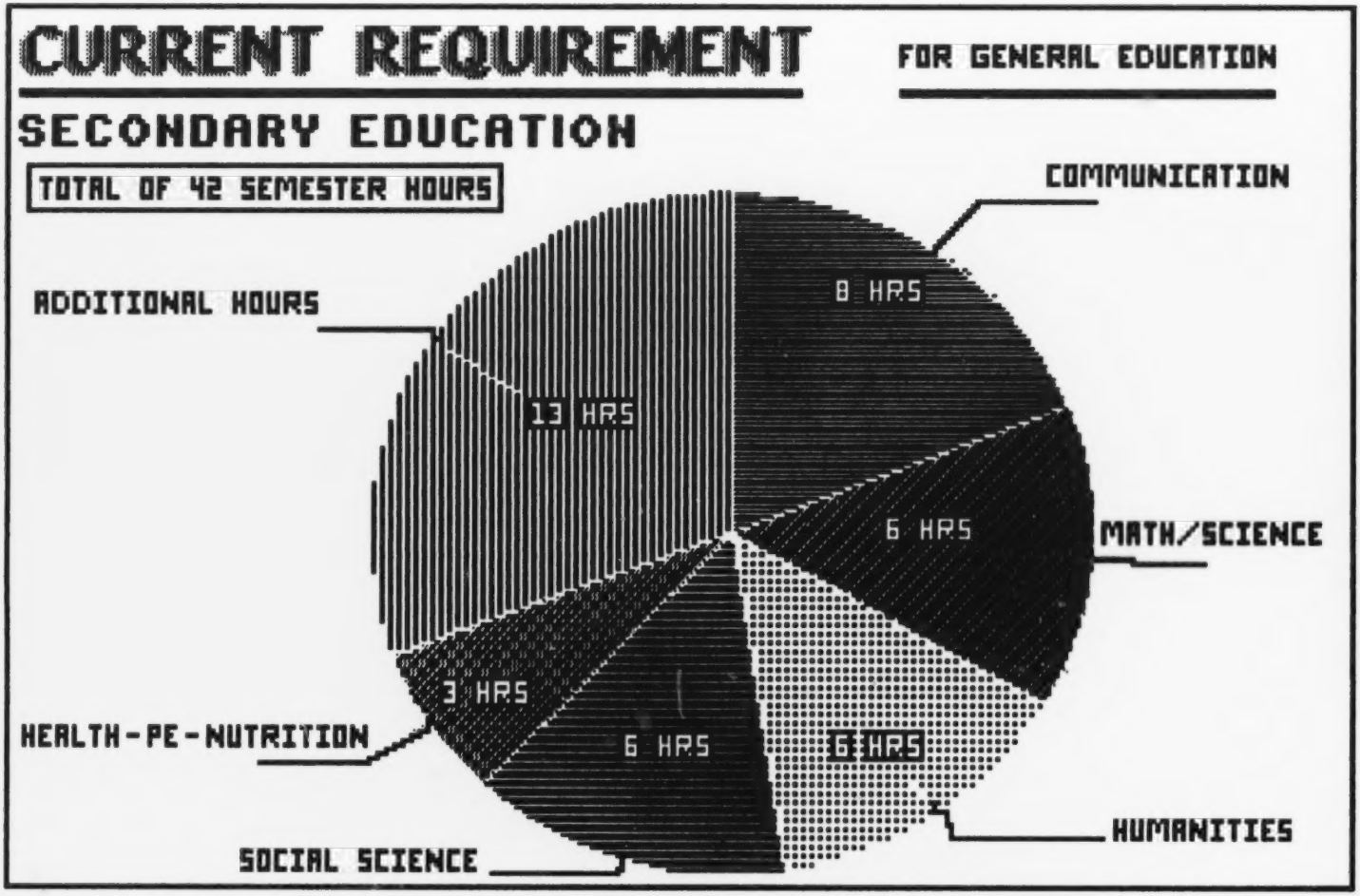
Our proposal calls for 48 semester hours at the secondary level. The current requirement is for 42 semester hours.

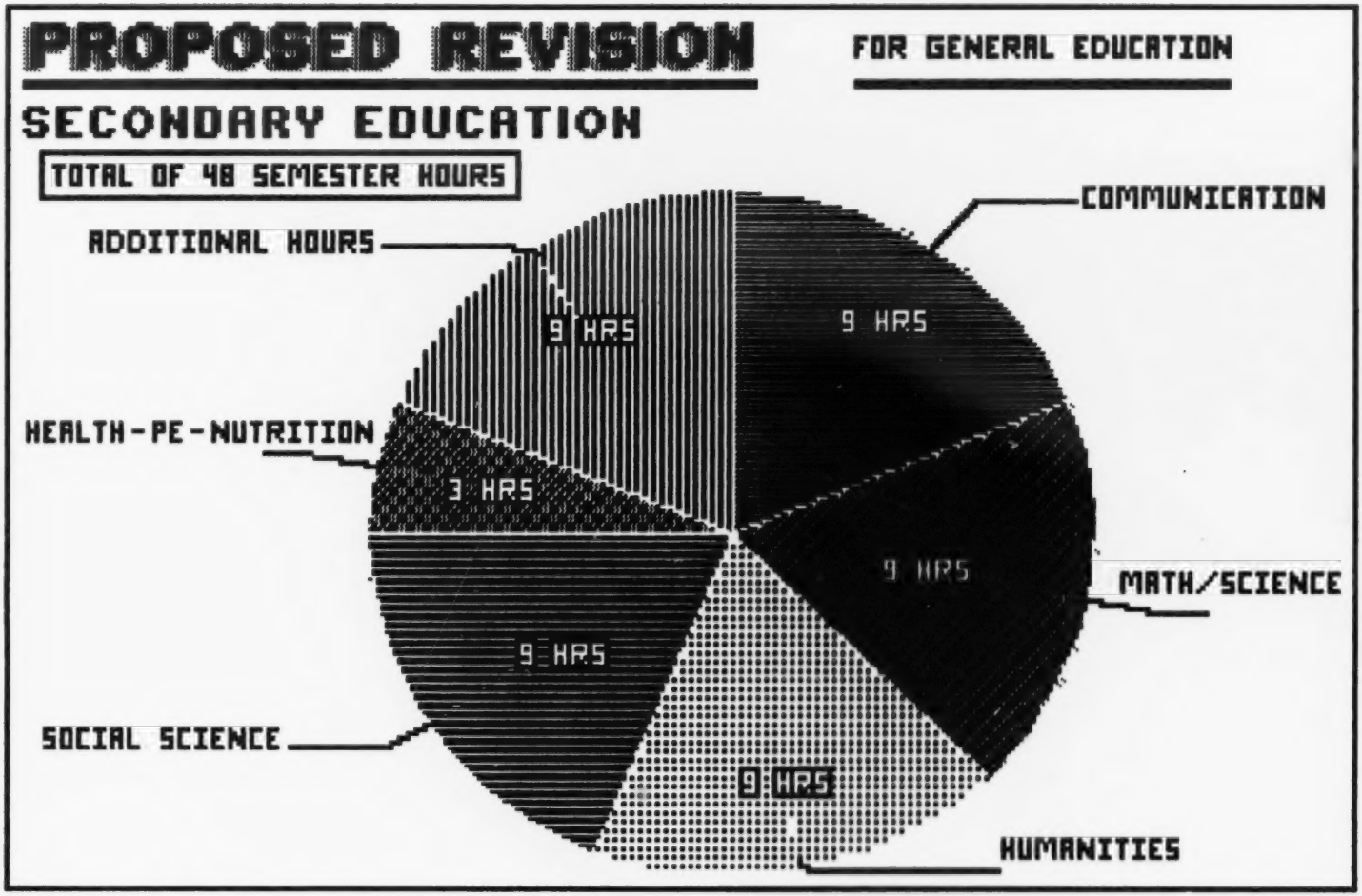
We recommend 9 hours each in communications skills, mathematics and science, the humanities, and social science. We recommend 3 semester hours in health, nutrition, and physical education.

We believe 6 semester hours should be required in written communications and 3 in oral communications. One laboratory course should be required in the biological and physical sciences leading to the total of 6 semester hours in that area. The 9 semester hours in humanities should be appropriated to require one course in fine arts as well as 3 semester hours in U.S. History.

In the social science area, we believe 3 semester hours should fall in the areas of political science or American Government with the remaining 6 hours in areas other than those.

Students pursuing the secondary certificate will be required, under our proposal, to complete the required total of 48 hours by electing 9 hours in addition to the 39 we have prescribed.


CURRENT REQUIREMENT
FOR GENERAL EDUCATION
SECONDARY EDUCATION
TOTAL OF 42 SEMESTER HOURS
COMMUNICATION
8 HRS
ADDITIONAL HOURS
13 HRS
6 HRS
MATH/SCIENCE
3 HRS
HEALTH-PE-NUTRITION
6 HRS
6 HRS
HUMANITIES
SOCIAL SCIENCE


PROPOSED REVISION
FOR GENERAL EDUCATION
SECONDARY EDUCATION
TOTAL OF 48 SEMESTER HOURS
COMMUNICATION
9 HRS
ADDITIONAL HOURS
9 HRS
HEALTH-PE-NUTRITION
3 HRS
9 HRS
MATH/SCIENCE
9 HRS
SOCIAL SCIENCE
9 HRS
HUMANITIES

Closing

In closing, let me thank Sue Bentz for her efforts on behalf of our request to make this presentation. We stand ready and able to work with you to develop a mutually agreeable general education paradigm which will propel us toward the goals and objectives which we all seek on behalf of enhanced teacher preparation efforts.

A Proposal for the Revision of the General Education Component of the Secondary Certificate Requirements

May 30, 1986

		Proposed Revision	Current Requirement
1.	Communication Skills	9	8
	3 sem. hrs. Oral Communication 6 sem. hrs. Written Communication		
2.	Math/Science	9	6
	3 sem. hrs. Math 6 sem. hrs. Biological or physical science including one lab course		
3.	Humanities	9	6
	3 sem. hrs. U.S. History 6 sem. hrs. Other areas which must include one course from Fine Arts		
4.	Social Science	9	6
	3 sem. hrs. Political Science or American Government 6 sem. hrs. Other than above		
5.	Health, Physical Education, Nutrition	3	3
	Sub-Totals	39	29
	TOTALS	48[1]	42[2]

[1] Students must complete the proposed requirement of 48 semester hours in categories, 1, 2, 3, and 4 with 9 additional semester hours.

[2] Students must complete the requirement of 42 semester hours in categories 1, 2, 3, and 4 with 13 additional semester hours.

A Proposal for the Revision of the General Education Component of the Elementary and Early Childhood Certificate Requirements

May 30, 1986

		Proposed Revision	Current Requirement
1.	Communication Skills	9	9
	3 sem. hrs. Oral Communication 6 sem. hrs. Written Communication		
2.	Math/Science	13	12*
	6 sem. hrs. Math 7 sem. hrs. Biological or physical science including one lab course		
3.	Humanities	12	8
	3 sem. hrs. U.S. History 9 sem. hrs. Other areas which must include one course from Fine Arts		
4.	Social Science	12	7
	3 sem. hrs. Political Science or American Government 9 sem. hrs. Other than above		
5.	Health, Physical Education, Nutrition	3	3
	Sub-Totals	49	39
	TOTALS	64[1]	78[2]

[1] Additional study required in one discipline listed in 1, 2, 3, and 4 above with at least six hours at upper division level for a total of 15 semester hours. Overall total will be 64 semester hours.

[2] Additional study required in above fields for 39 semester hours or total of 78 semester hours.

* For early childhood, seven hours of science required. No mathematics is currently required.